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Department of Education

Courses of Study
GUIDANCE
General Statement

Course of Study in Occupations
GRADE IX

Replacing Courses of Study, Grade IX
Guidance (Circular H.S. 21)
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SUGGESTIONS

for

GUIDANCE

in

Collegiate Institutes, High, Vocational and Continuation Schools,
and Public and Separate Schools

FOREWORD

"As a matter of fact, educational guidance, social guidance, emotional guidance, vocational guidance, and all other desirable types of guidance are merely different phases of a single program whose purpose is to build the happiest and most fully integrated personality possible upon the foundation with which nature and previous experience has provided the individual."

—M. R. TRAHUE, President of the
National Vocational Guidance Association

"There appear to have been three stages in the evolution of the nature and function of guidance. In the early days of organized guidance, the term 'vocational guidance' with its corps of specialized workers practically usurped the field. To say 'guidance' was to mean 'vocational guidance.' In fact one did not say 'guidance.' One said 'vocational-guidance' almost as a single word. Not only were specially trained workers demanded; they were obliged to have had actual vocational experience in fields in which they 'guided.' For the most part these individuals worked independently of the classroom or instructional organization. . . . The guidance concept has more recently been broadened to include a number of areas other than the vocational one without, however, abandoning either the vocational idea or the specialist in guidance. Thus, a period characterized by interest in 'types of guidance' was initiated. Much discussion was encountered concerning character guidance, health guidance, vocational guidance, educational guidance, social guidance, moral guidance, and leisure-time guidance. . . . The classifying adjective or type name of guidance was subsequently dropped and the single word 'guidance' came into general use. Some have referred to this simplified concept as the supplemental service idea of guidance. According to this viewpoint, guidance is an educational service designed to help students make more effective use of the school's training program. It adds no new objectives to the educational program, but endeavours to help the student realize his potentialities by making better use of the school's offerings. . . . It embraces assisting the student in making a broad range of choices and decisions that affect his life plans in many areas."

—LEFEVER *et al*: Principles and Techniques of Guidance
(Ronald Press Co., New York, 1941)

The above statements express the present-day viewpoint. Guidance must not be restricted to a narrow field, nor must it be separated entirely from the other functions of the school. Furthermore, it is not something to be done

entirely by a few so-called specialists. While a trained personnel is necessary to co-ordinate the work and to assume responsibility for those features which the regular teachers have neither the time nor the training to do, every principal and teacher can take some part in the guidance programme.

Many schools have been carrying on informal guidance. To make this effective, special organization and scientific procedures are essential. It must never be assumed, of course, that all the guidance work is to be done by the teacher-counsellors. However, they are the individuals who, through special training, can give efficiency to the whole guidance programme in the time allotted for their work.

ORGANIZATION FOR GUIDANCE

The provision for "Occupations" in the Grade IX time-table must not be interpreted as representing a full guidance programme. While it is true that this is a necessary part of the work, other essentials are required before a school can be recognized as offering full guidance service to its pupils. No attempt will be made to outline a uniform and comprehensive organization, for each school must plan its own programme with due regard to the available facilities as well as to the needs of its pupils.

Of those factors which go to make up a well-rounded programme, the following may be considered essential:

1. Study of Individual Pupils

This involves the compilation of all the information necessary for an understanding of each pupil. Such study of the individual pupil must be continuous and must begin at the time the pupil enters kindergarten or the primary class. Certainly this requires cumulative records which follow the pupil from class to class and from school to school.

2. Study of the Occupational World

Through their course in "Occupations," and through many other media, such as books, pamphlets, films, radio programs, plant visits, vocation nights, talks by outside speakers, the assistance of service club counsellors, and files of occupational and educational information, pupils will be able to obtain accurate and up-to-date information. A careful organization of this phase of the work will refute the criticism that students are making choices based on mere whims and fancies.

3. Teacher-counsellors

It is essential that teacher-counsellors should be appointed to co-ordinate the work and to make it effective. It is also necessary to have specially trained personnel to deal with those phases of guidance for which the regular teachers have neither the time nor the training. Furthermore, a reasonable amount of time must be assigned to guidance work. The equivalent of one teacher's time-table for each six hundred students is suggested. In many schools it may be considered advisable to have more than one teacher-counsellor. Generally speaking, however, it has been found more satisfactory to assign a greater amount of time to one person and to hold him responsible for the organization of the work.

4. Placement and Follow-up

Immeasurable benefits will be derived from assistance given to pupils in making the transition into the occupational world. This service must be provided for all pupils. As far as possible, arrangements should be made with the personnel officers of the various industries so that pupils may be placed in suitable employment. However, it is true that the effectiveness of placement will depend upon the degree to which the phases of guidance work mentioned in Sections (1), (2) and (3), have been developed. A follow-up service is essential, if only as a means of evaluating the whole guidance programme.

CUMULATIVE RECORDS

Cumulative records are essential to a guidance program. But the establishment of such a system does not constitute a satisfactory personnel program. Counselling cannot be based on school records alone, for success in any occupation depends upon many factors besides school progress and achievement.

"The introduction of this cumulative record form into personnel work has, perhaps, done more than any other step to educate personnel workers to the necessity of analyzing the past in order to understand both the present and the future. On the other hand, the chief weakness of this tool lies in the fact that it is a summary which omits many significant facts the counsellor cannot condense in the allotted space. Moreover, the filling out of such a record has often been used as a substitute for counselling. This is, of course, a criticism of personnel workers and not of the record. When properly supplemented by the use of other tools, this record will prove to be indispensable."

—WILLIAMSON: *How to Counsel Students*.

(McGraw Hill Book Co., New York, 1939)

Many schools have already introduced cumulative records. Two forms are recommended for use in the secondary schools. They are the V. G. C. Cumulative Record Folder and the Hamilton Cumulative Record Folder (Revised). Schools may use either form (both are 8½" x 11"). Both are available from the Vocational Guidance Centre, Ontario College of Education, 371 Bloor Street West, Toronto 5, Ontario.

"Student Information Forms" are an invaluable aid in getting information. If the form corresponding to the type of cumulative-record folder is used, much time can be saved in keeping records up to date.

In using any student information form, it is advisable to inform pupils that all information volunteered is strictly confidential. Furthermore, if there are any questions which, for personal reasons, the pupil does not care to answer, he should not be required to do so.

Cumulative records require a good deal of clerical work. It is difficult in some cases to find sufficient time and assistance to keep them up to date. While it is recognized that some guidance programmes fail because the records become so elaborate that no one uses them, it must also be recognized that a far greater number of guidance programmes are operating on insufficient data simply because provision is not made for cumulative records. Even if, at the beginning,

no more than the student's name is put on the folder, that folder immediately becomes valuable as a file for pertinent information about the student.

TESTS AND MEASUREMENTS

It must be emphasized that tests are valuable only to those who have had training in methods of administering and interpreting them. To the person untrained or inexperienced in their use, they are a potential danger. For this reason **it must be recognized that schools should refrain from testing until someone on the staff is trained in the use of tests.**

This will mean a gradual introduction of tests into the guidance programme. It is important that this be emphasized, if only to avoid giving the erroneous impression that guidance is done solely by tests.

The Use of Tests as Guidance Aids

"Human nature seems to be such that we always hope to find some magical instrument which will solve all our problems. Witness the chemists' centuries-long search for the 'philosopher's stone' Perhaps in the testing field we are just emerging from a similar stage of development. Tests are very useful, but the 'solution-to-all-problems test' just doesn't exist. The advice given below regarding their use is designed particularly for guidance officers.

"First, these tests are simply measuring instruments, like the yardstick or the scales. Also, a test is designed to measure some particular characteristic of an individual, or some specific purpose, and does not measure all characteristics or serve all purposes. The guidance officer must choose the appropriate instrument and follow exactly the instructions for its use.

"Secondly, tests are not perfect measuring instruments and our results are always affected by errors of measurement. Even with the best intelligence test, for example, an error of ten points in the I.Q. obtained is not uncommon. However, these tests do give us the most accurate measurements which can be obtained at the present time.

"Thirdly, the tests may not always measure what they purport to measure. The test user must always examine the test material himself and make certain it is suitable for the specific purpose he has in mind. This is particularly important in personality and aptitude testing, since very frequently the designers of such tests have made no attempts to validate the tests. Great care must be exercised in the use of measuring instruments which have not been carefully validated.

"Finally, the beginning guidance officer will probably expect the tests to give him the whole answer, and may be discouraged when he finds that they do not. Just as in physics, chemistry, and medicine, the results must be interpreted by the one who obtains them. This is an important part of the guidance officer's work, and he must do it carefully. The following points should always be taken into consideration in his interpretation: (a) the complexity of any situation involving a human being; (b) the weaknesses of the measuring instruments employed; (c) the necessity of studying all possible factors affecting any given situation; (d) the impossibility of ever attaining perfect prediction. To these should be added the importance of using the results of experience and common sense.

"The reader may ask whether, if the use of tests results is so restricted, the tests are worth using at all. Tests give us valuable information, and there is no other method of getting it. By all means use these tests, therefore, but season the results generously with the clarifying salt of common sense."

—R. W. JACKSON, Ontario College of Education
The School—Secondary Edition, February, 1944

Furthermore, the following rules should be kept in mind by all those using tests:

1. In no circumstances whatever should the result of a test of Intelligence or Ability to Learn be given to a pupil or a parent. THIS IS IMPORTANT.

2. Test papers should be kept under lock. The person responsible for tests should keep a careful record of every test paper.

3. The actual content of tests should not be discussed with pupils or parents because familiarity with the general content will destroy the value of the results obtained.

It is necessary that these general instructions be strictly followed by all those using tests. If not, the effectiveness of any testing programme is destroyed. It behooves guidance workers and principals to do all in their power to protect something that may be invaluable at a later date.

OCCUPATIONAL INFORMATION

Guidance Files

They should be used to compile and make accessible information on both educational and occupational opportunities. The section on education should contain the admission requirements of higher institutions of learning, the courses available at the student's own school and in other schools to which the student may have access and the courses of study of Normal Schools, Universities and the like.

The section on Occupations should contain material of all types dealing with the various occupational opportunities open to students.

Books and Pamphlets

It is advisable that each school set aside one section of the library for books relating to guidance. It is also important that certain books be made available to teachers so that they may gain an understanding of the work as they acquire experience in it. The lists of books contained in this circular are by no means complete, but they will be a guide in the purchasing of books

Films

Many useful films on Guidance are available from the Visual Education Branch, Department of Education, Parliament Buildings, Toronto, Ontario.

Vocations Nights

Some schools have used these to good advantage. They give the pupils an opportunity to get information from people successful in different occupa-

tions; they also establish a tie with the general public. However, a Vocations Night must be carefully organized. For this reason it is suggested that schools get in touch with the Guidance Branch of the Ontario Department of Education before attempting a project of this type for the first time.

Talks by Outside Speakers

The best way to find out about an occupation is to work at it. Since this method is in most cases impractical for students, talks on occupations are one means of helping them to get information. It is doubtful if talks to the whole student body on a specific occupation have much value. But it has been proved that carefully planned addresses to students who have indicated a preference for a particular occupation are valuable. These should be encouraged, but only if the speaker is known to combine accurate knowledge with enthusiasm.

Miscellaneous Methods

Playlets, correlation of the subjects of the curriculum to occupations, literary society programmes, the use of service club counselling services, and plant visits are only a few of the many devices which may be used to give pupils accurate and up-to-date information on the occupational world. The alert counsellor will use the devices best suited to conditions in his school and community.

OCCUPATIONS

This phase of group work in Guidance is one that should be emphasized. It will bring a realization that guidance is not for "ambulance cases" alone, but is a service for all pupils. It is recommended that all classes in "Occupations" be taught by the teacher-counsellors. It has been observed that the wide distribution of this work to a number of teachers has not brought results comparable with those obtained when "Occupations" has been handled by the teacher-counsellor.

Aims

1. To help students to become acquainted with their new school, its courses, and other educational opportunities.
2. To give students an understanding of the school activities in which they are participating at present, and the activities in which they will continue to participate after leaving school.
3. To help students to obtain maximum results from school work.
4. To develop interests and to form accurate judgments relative to the extent of their abilities in different occupations.
5. To help students to select activities and to plan an educational programme that will best prepare them for their chosen activities.
6. To facilitate adjustment of students in and out of school so that they will attain maximum achievement and not be hampered by personal and social maladjustments.
7. To help students in making the transfer from one school to another school or into the world of work.

Time and Content

Teachers are asked to select topics in the Occupations course with due consideration for such factors as school facilities, local conditions, and the previous training of the pupils. In some cases more advanced work than is suggested in this outline may be undertaken, particularly when pupils have had instruction of this type in an earlier grade.

It must be pointed out that it is not the purpose of courses in "Occupations" to hasten pupils into an occupational choice. Rather it is to create an interest in the occupational world and to furnish pupils with information that may assist them in making intelligent decisions.

Note Books

Each pupil should keep a note book in which is put not only information gained in class, but also all other occupational information which he has gathered.

The four units of the series, "Occupations Course Text-Notebooks," may be used. These are obtainable from the Vocational Guidance Centre, Ontario College of Education, 371 Bloor Street West, Toronto.

The four units are: "You and Your Future," "The Producing Occupations," "The Service Occupations," and "Success in the World of Work."

It is suggested that Unit No. 4 be not used until near the end of the school year. This suggestion does not apply when it is used in a senior grade of the secondary school; Unit No. 4 may be used at any time in a senior grade.

CONTENT OF COURSES IN OCCUPATIONS

I. The New School

1. Environment, equipment, personnel.
2. Rules, rights, privileges.
3. Use of library; extra-curricular activities.
4. Opportunities offered by various courses.
5. Factors to be considered in choosing a course of study.
6. Qualities necessary for success in any course.
7. Subjects required for Intermediate Certificate, Secondary School Graduation Diploma, and Secondary School Honour Graduation Diploma.

An important aim of this phase of the work is to inform pupils about the various courses offered by the school. It should include a survey of the curriculum with reference to subjects included, time allotment, and educational and vocational outlets. Thus pupils may discover the education required for different occupations and may learn to apply such information to the solution of their own problems.

II. You and Your Education

1. Value of education: education as a continuous process of growth and development.
2. Types of schools: elementary, secondary, university, normal school; colleges of art, dentistry, optometry, pharmacy, etc; training schools for industry.

3. The cultural and vocational importance of school subjects: mathematics, English, science, languages, history, business practice, practical arts.

III. How to Study

1. Necessity of good study habits for school success.
2. Practical suggestions for improving study habits.
3. The value of time schedule for study.
4. Hints on how to concentrate.
5. Effects of poor study habits.
6. Common errors in study habits.

IV. The World of Work

1. The dignity of labour.
2. Interdependence of workers, for example, products in everyday use are the result of the labours of thousands of people in almost every part of the globe.
3. Fruits of toil.
4. Satisfaction in work itself.
5. Contribution to the lives of others.

V. Fields of Occupations

1. General information on all fields of occupations:

Agriculture	Mining
Manufacturing	Transportation
Merchandising	Professional
Finance	Public Service
Building Trades	Personal Service
Communication	
2. Specific information on local occupations.
3. Importance of deciding upon fields of work in which the student would consider the investment of his future.

Pupils should not think that final choice of an occupation is necessary. It is much better to think first of the major areas and later of the special kind of work. The teacher should show the relation of this principle to established courses of study.

VI. Personality and Character

1. Relation of maladjustments in fields of occupations to personality defects.
2. Desirable personality traits.
3. Undesirable personality traits.
4. How habits are formed.
5. How to develop desirable personality traits.

VII. Factors to be Considered in Choosing an Occupation

1. Methods of discovering abilities, interests, and aptitudes.
2. Methods of getting information about occupations, e.g. books, pamphlets, magazines, interviews with workers, films, work experiences, etc.
3. Methods of compiling information about a particular occupation.

VIII. Applying for and Securing Positions

1. How to apply for a position.
2. How to write a letter of application.
3. Hints on filling in application forms.
4. Methods of approaching prospective employers.
5. Employment regulations.

Since some pupils will leave school permanently at the end of Grade IX, and many others will be working during the vacation period, a few lessons should be spent on this topic.

IX. Planning Future Education

1. Choices to be made at the end of the year.
2. Importance of making the choice with complete and accurate information.
3. Methods of checking the correctness of the choices.

X. Further Suggestions

1. Pupils should be encouraged to contribute material on occupations for the guidance files.
2. Pupils may write essays on occupations in which they are interested. If the essay is of the "Why I Chose . . . as an Occupation" type, it should not be added to the files; if the essay is a compilation of information or of a descriptive character, it might well be filed.
3. When possible, without being a nuisance to an employer or executive, a pupil may gain information by interviewing such a person and reporting to the class.
4. When pupils can do so without giving offence or divulging information of a confidential nature, pupils may make reports on the occupations of their parents. When this is done, teachers should caution the pupils that no information is to be given without the consent of the parents.

Counselling

The study of individuals and the study of the occupational world are the features which point to counselling (interviewing). Expert and skilful counselling is the keystone of the guidance programme. Principals and teachers have always done counselling in schools. But the increasing complexity of the occupational world makes it extremely difficult for these individuals to do the work adequately. While all principals and teachers should be responsible for certain phases of a guidance programme, many of them state that they are unable to do the work with the confidence it requires. Lack of training in the scientific work of guidance is one reason why the guidance work in any school should be supplemented by the work of trained teacher-counsellors.

The teacher-counsellors in our schools should be responsible for the specialized phases for which the regular teachers have neither the time nor the training. The following list contains suggestions on the duties of teacher-counsellors. Changes and additions must be made to suit local conditions.

1. They should be responsible for the proper instruction of teachers in testing, in interviewing techniques and in all other duties connected with Guidance.
2. They should assemble up-to-date information regarding vocations and distribute such information to the teachers.
3. They should direct the administration of all tests—ability to learn, aptitude, interest, achievement, etc.—of pupils to determine (a) the proper course of study to be followed by the pupil in the school, (b) the occupation for which the pupil is best suited.
4. They should be responsible for all student cumulative records—the setting up and organization of the records in the school, the transfer of records as the pupil moves from one school to another and the final filing of the records when the student withdraws from school.
5. They should teach the classes in “Occupations” in all grades in which provision is made for such instruction.
6. They should be available at stated times for interviewing parents or students who desire advice or information.
7. They should institute follow-up surveys of students in employment to ascertain whether the training received has been suitable and whether the student has proved to be as satisfactory as was expected.
8. They should familiarize themselves with the principal occupations of the community.
9. They should co-operate with the personnel officers of the various industries in endeavouring to place students in suitable employment and should supervise placement activities.
10. In co-operation with the principal, they should relate the Guidance programme to the regular courses of study. For example, the study of occupations and industries has a direct relation to studies in science, geography and history, etc.
11. They should distribute information on occupations, secondary school courses, and university courses to pupils and their parents.
12. They should interpret the Guidance programme to the general public by addressing Service Clubs, Home and School Associations, and other interested groups and through the radio and press.
13. They should arrange talks to groups of students whenever suitable opportunities present themselves, in an effort to acquaint pupils with the requirements of various occupations.
14. They should keep in close contact with the Universities and other training institutions so that accurate and up-to-date information may be supplied to pupils and parents.
15. They should advise pupils who are withdrawing from school as to the types of employment suited to their ability, training and interest.
16. They should be responsible for interviewing pupils, making recommendations to the principal, and notifying parents, before transfers to other courses are made or permitted and before any course is modified.

Recommended Periodicals for the Teacher-counsellor

- V. G. C. Occupational Information Service—\$10.00 per annum. Vocational Guidance Centre, Ontario College of Education, Toronto, Ontario.
- Labour Gazette (monthly)—\$0.20 per annum. Department of Labour, Ottawa, Canada.
- Occupations (monthly)—\$4.50 per annum. A special rate is available to members of the Ontario Vocational Guidance Association. Inquiries should be addressed to the Secretary, Miss Georgia Brown, 15 Braemar Avenue, Toronto, Ontario.
- Personnel Journal (monthly)—\$6.00 per annum. Personnel Research Federation, Lincoln Bldg., 60 E. 42nd St., New York, N.Y.
- The School, Elementary Edition (monthly)—\$1.50 per annum. Ontario College of Education, Toronto, Ontario.
- The School, Secondary Edition (monthly)—\$1.50 per annum. Ontario College of Education, Toronto, Ontario.
- Understanding the Child (monthly)—\$0.50 per annum. National Committee for Mental Hygiene, 111 St. George St., Toronto, Ontario.

RECOMMENDED BOOKS

(Prices given are list prices and are approximate.)

Recommended Books for Pupil Reading

- Occupations Course Text-Notebooks—Unit I, You and Your Future; Unit II, The Producing Occupations; Unit III, The Service Occupations; Unit IV, Success in the World of Work. Vocational Guidance Centre, 371 Bloor Street West, Toronto, Ontario—\$0.20 each.
- Looking Ahead, by E. W. Andrews—\$0.40. Burgess Publishing Co. Distributed in Canada by Copp Clark Co.
- Learning to Live With Others, by Crow & Crow—\$1.75. Copp Clark Co.
- Fashion is Our Business, by Beryl Williams—\$2.50. Longmans, Green & Co.
- They Also Serve, by Bishop and Allen—\$1.35. Longmans, Green & Co.
- People Are Important, by F. L. Ruch *et al*—\$1.60. Scott, Foresman & Co. Distributed in Canada by W. J. Gage & Co.
- Occupations Today, by J. M. Brewer and E. Landy—\$1.90. Ginn & Co.
- How To Study, by A. W. Kornhauser—\$0.25. The University of Chicago Press, Chicago, Ill.
- This Way Please, by Eleanor Boykin—\$2.00. The Macmillan Company.
- Living With Others, by L. B. Goodrich—\$1.04. American Book Co. Distributed in Canada by W. J. Gage & Co.
- Good Manners for Girls, by I. H. Irwin—\$2.00. Appleton-Century. Distributed in Canada by Ryerson Press.
- Be an Artist, by Marion Downer—\$2.50. Lothrop Lee. Distributed in Canada by Longmans, Green & Co.
- Sky Hostess, by Betty Peckham—\$1.60. Thos. Nelson & Sons.
- Fitting Yourself for Business, by E. G. MacGibbon—\$2.00. McGraw Hill Book Co. Distributed in Canada by G. J. McLeod.
- Careers for the Home Economist, by Frances Maule—\$2.50. Funk & Wagnalls. Distributed in Canada by Clarke, Irwin & Co.
- How to be a Newspaperman, by N. MacNeil—\$2.50. Harper Bros. Distributed in Canada by Musson Book Co.

- Nose for News, by E. Arnold—\$1.20. Row Peterson. Distributed in Canada by Copp Clark Co.
- Radio From Start to Finish, by F. M. Reck—\$2.50. Thomas Y. Crowell. Distributed in Canada by Clarke, Irwin & Co.
- When I Grow Up I'll Be a Doctor, by L. Rifkin—\$1.75. Lothrop, Lee & Shepard. Distributed in Canada by Longmans, Green & Co.
- Accountancy as a Career, by L. W. Scudder—\$1.75. Funk & Wagnalls. Distributed in Canada by Clarke, Irwin & Co.
- I Find My Vocation, by H. D. Kitson—\$1.91. McGraw Hill Book Co. Distributed in Canada by G. J. McLeod.
- Careers in Safety, by Stack *et al* (Kitson Career Series)—\$1.75. Funk & Wagnalls. Distributed in Canada by Clarke, Irwin & Co.
- Choosing Your Career—A series of books telling how young men and women may enter various professions, e.g. Do You Want to Become an Accountant? Do You Want to Get Into Radio? Do You Want to Become a Banker?—\$2.00. Longmans, Green & Co.
- Men Without Fear, by J. J. Floherty—\$2.50. Longmans, Green & Co.
- Selling, by Frances Maule—\$2.50. Clarke, Irwin & Co.
- The Story of Engineering in America, by C. Fraser—\$3.00. Clarke, Irwin & Co.
- Vocations for Boys, by H. D. Kitson—\$3.25. Harcourt Brace. Distributed in Canada by G. J. McLeod.
- Engineering Opportunities, by R. W. Clyne—\$3.75. Appleton-Century. Distributed in Canada by Ryerson Press.

Recommended Books for the Teacher-counselor

- Principles and Techniques of Vocational Guidance, by G. E. Myers—\$3.50. McGraw-Hill. Distributed in Canada by G. J. McLeod.
- The Principles and Techniques of Guidance, by D. W. Lefever *et al.*—\$3.00. The Ronald Press Co. Distributed in Canada by Ryerson Press.
- Aptitudes and Aptitude Testing, by W. Bingham—\$3.00. Harper and Brothers. Distributed in Canada by the Musson Book Company.
- Studying the Individual School Child, by H. B. English and V. C. Raimy—\$1.15. Henry Holt & Co. Distributed in Canada by Clarke, Irwin & Co.
- Dynamics of Vocational Adjustment, by D. E. Super—\$3.00. Harper & Bros. Distributed in Canada by Musson Book Co.
- Methods of Vocational Guidance, by G. Forrester—\$3.75. Copp Clark Co.
- Testing and Counseling in the High School Guidance Program, by J. G. Darley—\$2.60. Science Research Associates, 228 South Wabash Avenue, Chicago, Ill.
- Personnel Work in the High School, by C. E. Germane and E. G. Germane—\$5.00. Silver Burdett. Distributed in Canada by W. J. Gage & Co.
- Census of Canada—Occupations Volume—\$1.00. Ottawa, Dominion Bureau of Statistics.
- Interviewing—Its Principles and Methods, by A. Garrett—\$0.50. Family Welfare Association of America, 122 E. 22nd Street, New York.
- Guiding Students in the Development of Personality, by V. A. Teeter and E. O. Stanfield—\$1.00. Science Research Associates, 228 South Wabash Avenue, Chicago, Ill.

- Toward Mental Health in School, by C. R. Myers—\$2.00. University Press, University of Toronto.
- One Hundred Guidance Lessons, by F. S. Endicott—\$1.34. International Textbook Company.
- Group Methods of Studying Occupations, by M. L. Billings—\$3.50. International Textbook Company.
- Prognosis, Guidance, and Placement in Business Education, by Dame, Brinkman and Weaver—\$2.20. W. J. Gage & Co.
- Personal Problems and Morale, by John B. Geisel—\$2.25. Renouf Publishing Co.
- Introductory Psychology, by L. A. Averill—\$2.25. The Macmillan Company.
- Guidance and Personnel Services in Education, by A. Y. Reed—\$4.75. Cornell University Press, Ithaca, New York.

PUBLISHERS OF PAMPHLETS ON OCCUPATIONS

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| <p>Vocational Guidance Centre,
Ontario College of Education,
371 Bloor Street West,
Toronto 5, Ontario.</p> | <p>Guidance Leaflets,
United States Office of Education,
Washington, D.C.
(obtained from Supt. of Documents)</p> |
| <p>Institute for Research,
537 South Dearborn Avenue,
Chicago, Illinois.</p> | <p>Occupational Index Inc.,
New York University,
Washington Square,
New York City.</p> |
| <p>Bellman Publishing Company,
6 Park Street,
Boston, Massachusetts.</p> | <p>Commonwealth Book Company, Inc.,
80 East Jackson Boulevard,
Chicago, Illinois.</p> |
| <p>Science Research Associates,
228 South Wabash Avenue,
Chicago, Illinois.</p> | <p>Morgan, Dillon & Co.,
5154 Clark Street,
Chicago, Illinois.</p> |

It is recommended that samples of occupational pamphlets be secured before the purchase of any quantity. Those available at the present time vary greatly in content and arrangement. Some may be suited to the needs of one group of students but would be of little value to other students.

LIST OF PUBLISHERS

- Cassell & Co. Ltd., 215 Victoria Street, Toronto.
- Clarke, Irwin & Company Ltd., 480 University Avenue, Toronto.
- Copp Clark Co. Ltd., 517 Wellington Street West, Toronto.
- Dawson Subscription Service, 70 King Street East, Toronto.
- Dent, J. M., and Sons (Canada) Ltd., 224 Bloor Street West, Toronto.
- Gage, W. J. & Co., Ltd., 84 Spadina Avenue, Toronto.
- General Publishing Co. Ltd., 17 Queen Street East, Toronto.
- Ginn and Company, Ginn Building, 863 Bay Street, Toronto.
- International Correspondence Schools Canadian Ltd., 1517 Mountain Street, Montreal, P.Q.

Longmans, Green & Co., 215 Victoria Street, Toronto.
 Macmillan Co. of Canada, Ltd., 70 Bond Street, Toronto.
 McClelland and Stewart, Ltd., 215 Victoria Street, Toronto.
 McLeod, George J., Ltd., 266 King Street West, Toronto.
 Moyer School Supplies, Ltd., 106 York Street, Toronto.
 Musson Book Co., Ltd., 480 University Avenue, Toronto.
 Nelson, Thos. & Sons, Ltd., 91 Wellington Street West, Toronto.
 Oxford University Press, 480 University Avenue, Toronto.
 Pitman, Sir Isaac & Sons, Ltd., 381-3 Church Street, Toronto.
 Renouf Publishing Co., 1433 McGill College Avenue, Montreal, P.Q.
 Ryerson Press, 299 Queen Street West, Toronto.
 University Press, University of Toronto, Toronto, Ontario.
 Vocational Guidance Centre, Ontario College of Education, 371 Bloor Street
 West, Toronto.
 Winston, The John C. Co., Ltd., 60 Front Street West, Toronto.